



**IMPACT OF FUEL SUBSIDY REMOVAL ON LECTURERS' SALARY:
IMPLICATION ON JOB PERFORMANCE OF SELECTED TERTIARY
INSTITUTIONS IN RIVERS STATE**

Philip Festus Ukata¹ and Vivian Agburuga²

¹Department of Office Technology and Management, School of Business and Administrative Studies, Captain Elechi Amadi Polytechnic, Rumuola, Port Harcourt.

E-mail: ukata4mephilip@yahoo.com; phillip.ukata@portharcourtpoly.edu.ng

Tel.: +2348038877937

²School of Business Education, Department of Accounting Education, Federal College of Education (Technical) Omoku, Rivers State.

Email: Agburugavivian123@gmail.com

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ABSTRACT: *Inflation and hyperinflation rate have reduced the financial powers of lecturers, which was the reason for this study, Impact of Fuel Subsidy Removal on Lecturers' Salary: Implication on Job Performance of Selected Tertiary Institutions in Rivers State. Two specific objectives, research questions and null hypotheses guided the study. Descriptive survey research design was adopted. From the population of 78 lecturers, census survey sampling was adopted. A four-point response options questionnaire was used for data collection, and it was validated by three experts. The reliability of the instrument was established using Cronbach's alpha which yielded alpha coefficients of 0.82 and 0.83. Mean was used to answer the two research questions, while one-way analysis of variance (ANOVA) and t-test were used to test the null hypothesis at 0.05 level of significance. Findings revealed that the negative impact of fuel subsidy removal on lecturers' financial power and the negative implication of the impact of fuel subsidy removal on lecturers' job performance were on a high level. It was also concluded that the government did not do enough to mitigate the sufferings of lecturers before, during and after fuel subsidy removal by reviewing salaries upwards, in accordance with the economic practicality. Among other things, it was recommended that the federal and state governments should review lecturers' salary upward in accordance with the inflation and hyperinflation rates in Nigeria, to enable lecturers meet their family needs and job performance.*

KEYWORDS: Fuel subsidy removal, lecturers' salary, impact of fuel subsidy removal, lecturers' job performance.



INTRODUCTION

President Ahmed Bola Tinubu of Nigeria at his inauguration on 29 May, 2023 announced the total removal of “fuel subsidy,” saying the scheme has “increasingly favoured the rich more than the poor.” He added that the subsidy could no longer justify its ever-increasing costs in the wake of drying resources. “We shall instead re-channel the funds into better investment in public infrastructure, education, health care and jobs that will materially improve the lives of millions,” (Yusuf, 2023) Mr Tinubu said. Barely two days after the announcement, the state oil company, Nigeria National Petroleum Company Limited (NNPCL), reviewed the pump price of petrol from ₦ 189 per litre to between ₦ 480 and ₦ 570 per litre, a more than 200 percent increase. “The adjustment in petrol prices with market rates will promote competition and efficiency in the oil market and drop prices naturally,” said Mele Kyari, the group chief executive officer of NNPCL. He said prices would “continue to fluctuate to reflect market dynamics.” Officially, there is a provision in the budget to subsidise fuel until the end of June. But Mr Kyari said the government does not have the resources to effect that payment. “The reality is that from today the government can no longer afford to pay for fuel subsidies as a nation,” Mr Kyari said, noting that NNPC was owed N 2.8 trillion in outstanding subsidy payments by the government (Yusuf, 2023; Akpo, Chukwurah, Okpe, & Ugbadu, 2023).

Fuel Subsidy Removal (FSR)

Fuel subsidies are a sort of government action that reduces the cost of gasoline by giving direct financial assistance to oil companies, thereby subsidising the product for consumers. Nigeria is one of Africa's greatest crude oil producers, and its economy is strongly reliant on this resource. In Nigeria, fuel subsidies have been in effect since the 1970s. It began with the government frequently providing fuel at below-cost rates to Nigerians in order to mitigate the impact of rising global oil prices on Nigerians. Following the passage of the Price Control Act in 1977, fuel subsidies became institutionalised, making it unlawful to sell certain items (including gasoline) over the regulated price. This rule was enacted by the military administration of Olusegun Obasanjo in an attempt to mitigate the impacts of the global big inflation era of the 1970s, which was driven by a worldwide increase in energy costs (Ogwutum, 2023; Akpo, Chukwurah, Okpe & Ugbadu, 2023).

Obi (2023) supported the withdrawal of subsidies since the regime of President Goodluck Jonathan, when he was a member of the Economic Management Team. He declared unequivocally that the elimination of gasoline subsidies is extremely beneficial to Nigerians, since fuel subsidies make up an organised crime. He further asserted that individuals were just looting the country's resources, and he demonstrated factually in his statistical analysis that Nigerians do not consume the quantity of petroleum that they claim to. Furthermore, he did, however, denounce the forcible elimination of the gasoline subsidy. He shouted out that the new Nigerian administration would have implemented “various relieving policies” to mitigate the impact of subsidy withdrawal because subsidy removal has caused hardship and difficulty for Nigerians.



Lecturers' Salary (LS)

A lecturer's salary is the amount of money a lecturer is being paid on a monthly basis. This may be the gross or net pay. The study is concerned with the actual take-home which is the net pay where the lecturer is not indebted to any person or organisation which may contribute to additional deductions. Below are the monthly salaries of the different categories of lecturers after the normal deductions. Graduate Assistant with first class or second class upper may be pegged at ₦ 99,768; Assistant Lecturer with a Master's Degree, ₦ 114,464; Lecturer II, ₦ 130,003; Lecturer I with a PhD, ₦ 163,709; Senior Lecturer with a PhD and at least eight years lecturing experience, ₦ 231,393; Reader/Associate professor with at least twelve years lecturing experience, having various publications and a PhD, ₦ 281,867; and a Professor who has at least fifteen years' experience and equally many publications has an average salary of ₦ 342,442 (Chukwuemeka, 2024).

Although there are differences based on the universities or tertiary institutions. Some state tertiary institutions, like Rivers State, seem to do better although with many times promotions with money on papers without proper implementation. The argument is, looking at the hyperinflation of the country and the amounts mentioned above, how does a lecturer cope in meeting financial obligations, self-development and be at his/her best being a human capital developer?

Impact of Fuel Subsidy Removal (IFSR)

The removal of fuel subsidy was actually expected to bring positive implications to free up financial resources for other sectors of the economy, incentivize domestic refineries to produce more petroleum products, reduce Nigeria's dependence on imported fuel, increase employment, and channel funds for the development of critical public infrastructure. Others are to reduce the budget deficit and generate a budget surplus in the near future, reduce government borrowing, curb corruption associated with fuel subsidy payments, increase competition, reinvigorate domestic refineries and reduce pressure on the exchange rate. However, the negative implications are that fuel subsidy removal may decrease economic growth in the short term, increase inflation, increase poverty, increase fuel smuggling and other crimes, increase the prices of petroleum products, and lead to loss of jobs in the informal sector (Ozili & Obiora, 2023).

The removal of fuel subsidies often leads to an immediate increase in fuel prices. This has triggered inflation, hyperinflation and stagflation with chain reaction, causing higher transportation costs and ultimately contributing to inflation. Prices of goods and services have risen, affecting the purchasing power of consumers—high rate of cost of rent, hourly geometric increase in all prices of items with stagnated salaries and high rate of unemployment. According to Lares, Sosa-Fey, and Worley (2020), financial incentives improve employee performance, and university lecturers are not excluded. When financial incentives are frequently utilised to promote and reward excellence in the workplace, job performances and effectiveness is inevitable.

Preparing and presenting lectures, tutorials, workshops, and seminars are all part of the job description for tertiary institutions which require great finance. Other job descriptions—such as: developing curriculum and course materials that can be used across several platforms;



collaborating with other academics and lecturers to enhance teaching techniques and broaden knowledge; assigning and grading homework, assessments and examinations, and uploading of result; involvement in research and writing papers, proposals, journal articles, and books; attending and participating in internal and external meetings, conferences, and other activities; participating in institutional training opportunities and initiatives; assisting students and other colleagues; and reading widely and creating published work in the topic to stay current—are the embodiment of university lecturers' job description. Looking at the above university lecturers' job description, there is a need for them to be financially motivated to encourage their job performance (Akpo et al., 2023).

It became imperative after the fuel subsidy was removed; lecturers would have been financially motivated by their employer in terms of transportation allowance, bonus, salary-based allowance, work-based allowance, performance-related allowances, fringe benefits, gifts, food stuck parked, special finance allowance, travel allowance, special wage allowance, accommodation and many others from the fuel subsidy cash removal. This may be the reason why Obaseki (2023) stated that, "As a proactive government, we have since increased the minimum wage paid to workers in Edo State from the approved ₦30,000 to ₦40,000," and vowed to enhance it even more if the federal government allocates additional funds to the state as a result of the anticipated savings from the elimination of the gasoline subsidy. According to him, they are aware of the difficulty created by this policy, which has raised the cost of transportation, eating deeply into the incomes of state workers.

The effect of fuel subsidy removal may impact negatively on the job performances of the university's teachers if proper and adequate measures are not put in place to ameliorate the economic hardship they are facing. "Therefore, the Edo State Government is hereby reducing the number of work days that civil and public servants will have to commute to their workplaces from five days to three days a week till further notice. Workers will now work from home two days every week" (Yusuf, 2023).

Implication on Job Performance of Lecturers (IJPL)

Job performance of lecturers refers to the extent to which lecturers complete the teaching, research, development and community service tasks, responsibilities and activities intended to facilitate students' learning and achievement of desired educational outcomes. Job performance of lecturers is a concept that scholars have viewed as the degree to which a combination of duties (such as teaching, research and community service) are performed by academic staff of tertiary institutions (Owan et al., 2020). Academic staff job performance has also been defined as the association between teaching features and educational success within and outside the classroom. Thus, the influence of fuel subsidy removal may have an effect on the job performance of academic staff via teaching effectiveness, job commitment, satisfaction and motivation to perform, among others. From the preceding, the importance of lecturers' job performance cannot be overemphasised because of the lingering and far-reaching effect it may have on the educational outcome of students and the nation, according to the job description (Akah et al., 2022).

The job descriptions of the lecturers which required performances are associated developing curriculum and course materials that can be used across several platforms; collaborating with other academics and lecturers to enhance teaching techniques and broaden knowledge;



assigning and grading homework, assessments and examinations, and uploading of result; involvement in research and writing papers, proposals, journal articles, and books; and attending and participating in internal and external meetings, conferences and publications. The amount a lecturer goes home with can impact positively or negatively on the job performance of the lecturer. For example, a lecturer needs good money for the economic, medical and educational wellbeing of the family. Conferences, workshops, seminars, researching, publications of textbooks, articles and books chapters' contribution, among others, require huge amounts of money. The current inflation and hyperinflation rates have worsened the situations of these things, as the implication may be grievous on the job performance of the lecturers.

Subjects and Moderating Variables (SMV)

The subjects for this study are male and female lecturers with different levels of educational attainment and years of teaching experience in state and federal public tertiary institutions in Rivers State. The moderating variables include educational attainment, institution ownership (federal and state), and years of teaching experience. Institution ownership will be federal and state tertiary institutions. This is because lecturers in federal institutions may feel the effect of fuel subsidy removal on the job performance more than those in state as a result of pay difference. Educational attainment as a moderating factor is the level of education a lecturer attained as at the time of this investigation. This may be National Diploma (ND), Higher National Diploma (HND), Bachelor of Science (B.Sc.), Bachelor of Education (B.Ed.), Master of Science (M.Sc.), Master of Education (M.Ed.), and Doctor of Philosophy (PhD). The institutions' ownership are federal and state governments. They are tertiary institutions owned by federal and state governments where lecturers perform their jobs. The federal institutions are University of Port Harcourt and Federal College of Education (Technical) Omoku (FCET-Omoku), while the state institutions are Rivers State University (RSU), Ignatius Ajuru University of Education (IAUE), Ken Saro Wiwa Polytechnic (KENPOLY) and Captain Elechi Amadi Polytechnic (CEAPOLY).

These institutions are used because of the availability of their data in relation to this study. The researcher decided to use these variables because they are likely to influence the topic, "Impact of Fuel Subsidy Removal on Lecturers' Salary: Implication on Job Performance of Selected Tertiary Institutions in Rivers State." For example, a lecturer with Doctor of Philosophy (PhD) may earn better than a lecturer with Master of Science and Bachelor of Science, while federal institution lecturers may feel the impact of fuel subsidy removal on the job performance more than the state tertiary institutions, perhaps as a result of funding or otherwise (Ukata & Udeh, 2022).

Ukata and Okpokwasili (2024) and Taiwo and Ade-Ajayi (2015) revealed that teachers' educational attainment can have great influence on perceived factors affecting effective teaching and learning. Taiwo and Ade-Ajayi further advanced that educational attainment of teachers can have influence on their understanding of the subject matter, better salary, selection of tools, use of appropriate instructional strategies and classroom management skills applied during teaching and learning. Top Education Degrees (2020) averred that institution ownership plays major roles on the job performance of the lecturers. This is because federal institutions may provide better salary packages, bonus, work conditions, better teaching environments, aids, laboratories, motivation, worker-friendly policies, compensation and staff development programmes than state institutions (Ukata & Nmehielle, 2023). Scholars (2013) affirmed that



teaching experience and age are among the factors that influence lecturers' job performance because younger and more experienced lecturers are more likely to perform at a higher level with better salary than older and less experienced ones. This may or may not mitigate the effect of fuel subsidy removal on the job performance of the lecturers. So, they are variables of interest in this investigation.

Statement of the Problem (SP)

The fuel subsidy removal by President Ahmed Bola Tinubu of Nigeria at his inauguration on 29 May, 2023 has increased the pains and sufferings of so many Nigerians. The lecturers are not exempted because everyone goes to the same market. The fuel subsidy removal has triggered inflation, hyperinflation and stagflation with chain reaction. According to Lares et al. (2020), financial incentives improve employee performance, and university lecturers' are not excluded. The lecturers have great jobs of attending to their family's needs, developing themselves, preparing and presenting lectures, attending workshops, and seminars at different parts of the world. They have involvement in writing journal articles and books; and attending and participating in internal and external conferences for their professional development.

Looking at lecturers' job description, there is a need for them to be financially motivated to encourage their job performance (Akpo et al., 2023). The problem of this study is that despite the existing economic hardship faced by Nigerian lecturers due to poor salary packages, the federal government of Nigeria went for fuel subsidy removal which has caused inflation and hyperinflation, without putting any measure in place to cushion the effect of the subsidy removal on the job performance of lecturers. There also seem to be serious negative implications on the job performance of the lecturers because the take home salaries seem not be enough to cater for enormous responsibilities. Correspondingly, although there is related literature, it appears there is no empirical data on the impact of fuel subsidy removal on lecturers' salary: implication on job performance of selected tertiary institutions in Nigeria. So, this study is a new path which will provide empirical data to stakeholders as a remedy to the problem.

Purpose of the Study (PS)

The purpose of this study was to determine the impact of fuel subsidy removal on lecturers' salary: implication on job performance of selected tertiary institutions in Rivers State. The specific of objective of this study was to find out the:

1. Impact of fuel subsidy removal on lecturers' financial power in selected tertiary institutions in Rivers State.
2. Implication of impact of fuel subsidy removal on lecturers' professional development in selected tertiary institutions in Rivers State.

Research Questions (RQ)

The following two research questions guided the study from the views of lecturers:

1. What is the impact of fuel subsidy removal on lecturers' financial power in the selected tertiary institutions in Nigeria?



2. What is the implication of the impact of fuel subsidy removal on lecturers' professional development in the selected tertiary institutions in Nigeria?

Hypotheses

The following null hypotheses were tested at 0.05 level of significance:

1. There is no significant difference in lecturers' mean ratings on the impact of fuel subsidy removal on lecturers' financial power based on (PhD, M.Sc. /M.Ed., and B.Sc./B.Ed./HND).
2. Lecturers do not differ in their mean ratings on the implication of the impact of fuel subsidy removal on lecturers' professional development based on institution ownership (federal and state).

Methodology

The study adopted descriptive survey research design on impact of fuel subsidy removal on lecturers' salary: implication on job performance of selected tertiary institutions in Rivers State. The population of the study was all the 78 lecturers from the six public tertiary institutions (three universities, two polytechnics and one college of education) in Rivers State, South-South Nigeria. The population distribution is as displayed in Figure 1 using Exploded Pie in 3-D.

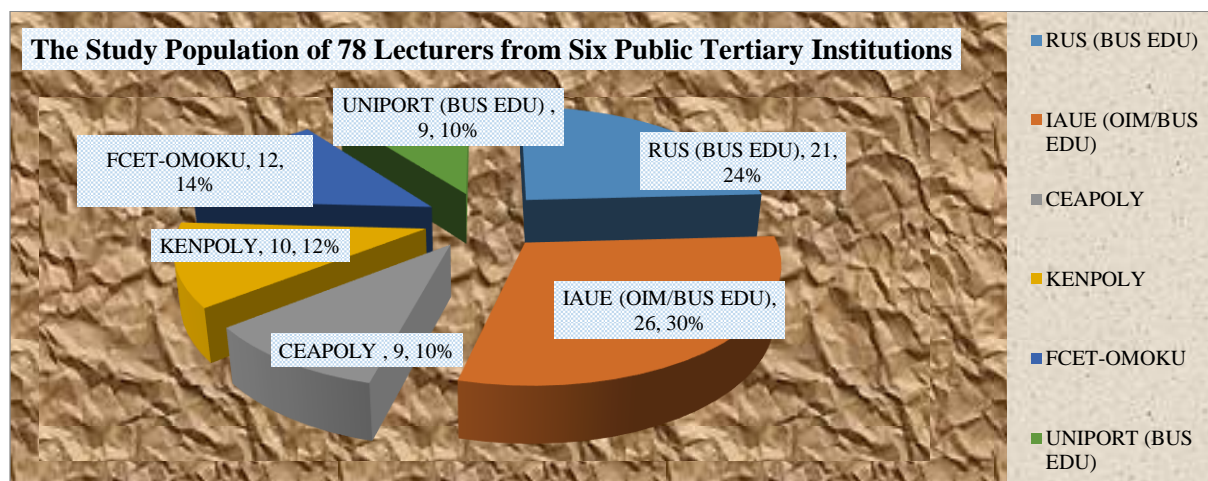


Figure 1: Source: Researcher's Creation (2024)

Census survey was adopted to sample all the 78 lecturers because it was of manageable size. The instrument used for data collection was a self-designed four-point response options questionnaire titled, "Impact of Fuel Subsidy Removal on Lecturers' Salary: Implication on Job Performance (IFSRL-SIJP)." It contains Clusters 1 and 2 with 8 items on each, using scale of real number limit of (4.50–500), high level (3.50–4.49), moderate level (2.50–3.49), and low level (1.50–2.49). The questionnaire was subjected to face and content validation by three



experts from the Faculty of Education in Nnamdi Azikiwe University, Awka and Rivers State University. The measure of internal consistency and reliability of the instrument was done on 12 lecturers from the University of Uyo who were not part of the population of the study. Cronbach's alpha was applied to compute the reliability coefficient which yielded alpha values of 0.82 and 0.83. These high reliability coefficient values show that the instrument was reliable.

The researchers personally administered the copies of the questionnaire to the respondents in their schools with the assistance of four research assistants who were adequately briefed on the modalities to follow. The researcher first visited each of the tertiary institutions and sought consent from the relevant Heads of Department for the study. Thereafter, the researchers and assistants visited each school and handed over the required number of copies of the instrument to the Heads of Department to distribute to the lecturers for completion, and revisited after five working days to retrieve the completed copies.

Seventy-five copies of the instrument were correctly filled, retrieved and used for data analysis. The validation, reliability, administration and retrieval of the instrument took one month. The arithmetic mean and standard deviation were used to answer the two research questions and ascertain how homogeneous or heterogeneous the respondents' opinions were, relative to the questionnaire items and the aggregated mean. The one-way analysis variance (ANOVA) and independent sample t-test were used to test the two null hypotheses at 0.05 level of significance. The ANOVA was used for null Hypothesis 1 because it measured one categorical independent variable with three levels. The independent sample t-test was used to test null Hypothesis 2 because it contained one independent variable with two levels. A null hypothesis was accepted where the calculated significant (Sig.) value (p-value) was greater than or equal to (\geq) the alpha value of 0.05. Otherwise, the null hypothesis was rejected. The data analysis was carried out using Statistical Package for Social Sciences (SPSS) version 25.

PRESENTATION OF RESULT

Table 1: Respondents' mean ratings on the of impact of fuel subsidy removal on lecturers' financial power

S/N	Impact of fuel subsidy removal on lecturers' financial power	\bar{X}	SD	N = 75 Remarks
1	Taking care of my family feeding is very tough because of inflation and hyperinflation form fuel subsidy removal	3.88	.89	High Level
2	It is difficult for me to fuel my vehicle to go to work because of fuel subsidy removal	3.62	.88	High Level
3	Fuel subsidy removal made it tough to get to work because of high cost of transport	3.69	.92	High Level
4	It is difficult to provide finance for my family to medical bills due to inflation and hyperinflation	3.77	.81	High Level
5	It is tough to provide finance for my family house rent because of inflation and hyperinflation	3.75	.78	High Level



6	Providing finance for my children school fees is very difficult due to inflation and hyperinflation	3.76	.85	High Level
7	It is tough to fuel my generator in the absence of PHCD light because of fuel subsidy removal	3.56	.84	High Level
8	Planning for my personal apartment is difficult because of inflation and hyperinflation from fuel subsidy removal	3.87	.88	High Level
Aggregate Mean		3.73		High Level

Table 1: Impact of fuel subsidy removal on lecturers' financial power (Fieldwork, 2024)

Table 1 shows that all the 8 items on the impact of fuel subsidy removal on lecturers' financial power have mean scores ranging from 3.56 to 3.88, which means high level. The aggregate mean was 3.73, meaning high level. This means that the negative impact of fuel subsidy removal on lecturers' financial power was on a high level. The standard deviation ranged from 0.84 to 0.89; this shows that respondents were homogeneous in their opinions that the negative impact of fuel subsidy removal on lecturers' financial power was on a high level.

Table 2: Respondents' mean ratings on the implication of the impact of fuel subsidy removal on lecturers' professional development

S/N	Implication of the impact of fuel subsidy removal on professional développement	\bar{x}	SD	Remarks
N = 75				
9	Due to fuel subsidy removal, attendance to workshops became difficult	3.77	.81	High Level
10	Fuel subsidy removal has made attendance to conferences impossible.	3.78	.86	High Level
11	Due to fuel subsidy removal, attending soft skills development programme became difficult	3.68	.88	High Level
12	Technical skills development became unaffordable due to fuel subsidy removal	3.69	.92	High Level
13	Attending workshops for creative skills was difficult due to fuel subsidy removal.	3.76	.81	High Level
14	Fuel subsidy removal attendance has made attendance to inaugural lectures difficult	3.79	.78	High Level
15	Due to fuel subsidy removal, attendance public lectures	3.74	.85	High Level
18	Fuel subsidy removal has aborted my plans for further studies	3.76	.86	High Level
Aggregate Mean		3.74		High Level

Table 2: Implication of the impact of fuel subsidy removal on Professional development (Fieldwork, 2024)

Table 2 shows that all the 8 items on the implication of the impact of fuel subsidy removal on professional development of the lecturers have mean scores ranging from 3.68 to 3.79, which means high level. The aggregate mean was 3.74, meaning high level. This means that the negative implication of the impact of fuel subsidy removal on professional development of the



lecturers was on a high level. The standard deviation ranged from 0.81 to 0.92; this shows that respondents were homogeneous in their opinions of the negative implication of the impact of fuel subsidy removal on professional development of the lecturers.

Testing of Hypotheses

Table 3: ANOVA summary on lecturers' mean ratings on the impact of fuel subsidy removal on lecturers' financial power based on (PhD, M.Sc. /M.Ed., and B.Sc./B.Ed./HND).

Sources of Variance	Sum of Squares	Df	Mean Square	F-cal.	Sig.	Decision
Between Groups	2.358	2	1.229	1.498	.493	Accept H_{01}
Within Groups	54.357	73	.877			
Total	56.615	75				

Table 3 shows a calculated F-value of 1.49 with a significant (sig.) p-value of 0.49 which is greater than the alpha value of 0.05 ($0.49 > 0.05$) at degrees of freedom of 2 and 73. Therefore, the null hypothesis (H_{01}) was accepted. This means that there was no significant difference in lecturers' mean ratings on the impact of fuel subsidy removal on lecturers' financial power based on educational attainment. This means that they both agreed on the negative impact of fuel subsidy removal on their lecturers' financial power.

Table 4: The t-test of lecturers on mean ratings on the implication of the impact of fuel subsidy removal on lecturers' professional development based on (federal and state)

Ownership	N	Mean	SD	Df	t-value	Sig.	Decision
State	56	3.96	.93	73	.86	.46	Accept H_{02}
Federal	19	3.73	.85				

Table 4 shows a calculated t-value of 0.86 with a significant (sig.) p-value of 0.46 which is greater than the alpha value of 0.05 ($0.46 > 0.05$) at 73 degrees of freedom. Therefore, the null hypothesis was accepted. This means that the lecturers did not differ in their mean ratings on the implication of the impact of fuel subsidy removal on lecturers' professional development based on institution ownership. This means that they both agreed on the negative implication of the impact of fuel subsidy removal on lecturers' professional development.

DISCUSSION OF FINDINGS (DF)

The findings of the study show that the negative impact of fuel subsidy removal on lecturers' financial power was on a high level. These findings harmonise with the views of Ozili and Obiora (2023) who bemoaned that the negative implications of fuel subsidy removal include decrease in economic growth in the short term, increase in inflation, hyperinflation, increase in poverty, increase in fuel smuggling, and other crimes, increase in the prices of petroleum products and loss of jobs in the informal sector. The findings of the study also indicate that the



negative implication of the impact of fuel subsidy removal on professional development of the lecturers was on a high level. The findings agree with those of Yusuf (2023), who postulated that we are aware of the difficulty created by this policy, which has raised the cost of transportation, eating deeply into the incomes of state and federal workers. The effect of fuel subsidy removal has impacted negatively on the job performances of the tertiary teachers due to the hardship they are facing. “It was for that reason the Edo State Government reduced the number of work days that civil and public servants will have to commute to their workplaces from five days to three days a week till further notice. Workers will now work from home two days every week.” The action was to reduce the pains occasion by the fuel subsidy removal.

The findings of the study as well demonstrates that there was no significant difference in lecturers’ mean ratings on the impact of fuel subsidy removal on lecturers’ financial power based on educational attainment. The findings of this study differed from the views of Taiwo and Ade-Ajayi (2015) who averred that teachers’ educational attainment can have great influence on perceived factors affecting effective teaching and learning. Taiwo and Ade-Ajayi further advanced that educational attainment of teachers can have an influence on their understanding of the subject matter, better salary, selection of tools, use of appropriate instructional strategies and classroom management skills applied during teaching and learning.

In this case, all the lecturers with different educational attainment are suffering from inflation and hyperinflation rates because their salaries seem not enough to handle the purchases of items in the markets.

The findings of the study correspondingly show that lecturers did not as well differ in their mean ratings on the implication of the impact of fuel subsidy removal on lecturers’ professional development based on institution ownership. The findings did not align with the thoughts of Top Education Degrees (2020), which showed that institution ownership plays a major role in the professional development of lecturers. This is because federal institutions may provide better salary packages, bonus, work conditions, better teaching environments, aids, laboratories, motivation, worker-friendly policies, compensation and staff development programmes than state institutions.

Although there are institutional differences in the areas of salary packages before the fuel subsidy removal, the inflation and hyperinflation rates in the country have overturned the situation and put lecturers under serious economic hardship; as such, they are finding it very difficult to meet their basic needs let alone to engage in professional development.

CONCLUSION

Based on the findings of the study, it was concluded that the negative impact of fuel subsidy removal on lecturers’ financial power was on a high level and the negative implication of the impact of fuel subsidy removal on professional development of the lecturers was on a high level. This means that lecturers now have very less purchasing power, which has serious negative implications on their job performance. This is because the government did not do much or enough to mitigate the sufferings of lecturers before, during and after the removal of fuel subsidy.



RECOMMENDATIONS

Based on the findings and conclusion of the study, the following recommendations were made:

1. The federal and state governments should immediately review lecturers' salary upward in accordance with the inflation and hyperinflation rates in Nigeria to enable lecturers to meet with their family, research and publications duties. Parts of the funds from the fuel subsidy removal should be used for that purpose. Also, the government should cut down costs from the take home pay and allowances of political office holders to raise more funds to run the tertiary institutions and create a balance in the system.
2. The federal and state governments should provide financial incentives to tertiary education lecturers in order to eliminate financial hardship. There should be a free transport scheme, houses and cars for soft loans. The tertiary institutions administration should from the Internally Generated Revenue give financial support to the lecturers to aid in their professional development.

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